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AUTHOR Melody, E. Joanne
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ABSTRACT

A practicum addressed the problem of 8 second and third grade nonindependent readers (students at a small private school) who were not choosing to read library books. The literature review disclosed using sustained silent reading, sharing responses to reading and planning for more available time to read in the classroom and at home as viable ways of increasing library reading. Sustained silent reading periods were used to increase reading time in school. A motivational technique called The Eleven Minute Club was established to increase reading time at home. Peer partner reading sessions were used to give increased opportunity for sharing responses to reading. Results of the practicum were positive. The selected students increased the number of books checked out of the library. Students also appeared to increase their responses to reading. Classroom teachers became more aware of and used reading techniques other than basal reading instruction. (Contains 2 tables of data and 16 references. Appendixes contain practicum materials and data, including a description of the school's library program, classroom reading survey, book count for second and third grade, reading interview sheet, required slips and letter to parents for the Eleven Minute Club, the classroom reading survey instrument, and word recognition scores and data.) (Author/SR)

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NOVA UNIVERSITY

Implementing Library Reading in Second and Third Grades Through Sustained Silent Reading and Motivational Techniques

by

E. Joanne Melody

Cluster XXI

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Thomas E Swett (signature)
Thomas E. Swett

Assistant Headmaster
Title

420 West Street Road
Address

Kennett Square, Pennsylvania 19348
City and State

August 5, 1987
Date

This practicum report was submitted by E. Joanne Melody under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

11/5/87
Date of Final Approval of Report

E Riley Holman (signature)
E. Riley Holman, Ed.D., Adviser

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ABSTRACT

Implementing Library Reading in Second and Third Grades Through Sustained Silent Reading and Motivational Techniques. Melody, E. Joanne, 1987: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood. Descriptors: Primary Education / Grade 2 / Grade 3 / Beginning Reading / Reluctant Readers / Motivation / Parent Influence / Incentives / Sustained Silent Reading / Independent Reading

This practicum addressed the problem of some second and third grade nonindependent readers who were not choosing to read library books. The literature review disclosed using sustained silent reading, sharing responses to reading and planning for more available time to read in the classroom and at home as viable ways of increasing library reading.

Sustained silent reading periods were used to increase reading time in school. A motivational technique called The Eleven Minute Club was established to increase reading time at home. Peer partner reading sessions were used to give increased opportunity for sharing responses to reading.

The results of the practicum were positive. The selected students increased the number of books checked out of the library. The students also appeared to increase their responses to reading. Classroom teachers became more aware of and used reading techniques other than basal reading instruction.

CHAPTER I

INTRODUCTION

Description of Community

The private school in which this practicum took place is in an essentially rural community strategically placed between two major cities on the eastern coast of the United States. The school is close to a small town of 6,000 which bills itself as "Mushroom Capital of the World" because the major local industry is that of raising and canning mushrooms.

The community has many aspects which make it a desirable place to live. There are several nationally recognized museums featuring art and antiques and renowned botannical gardens. Tourists are attracted to the area because of historical interest in Revolutionary War sites. The area around the school includes some of the best fox hunting country in the United States. Hunting, showing, and 3-day eventing are popular equestrian sports. The school still retains a mounting block from the days when a child might have arrived by horseback, but the block now serves as a base for one of the several sculptures on campus.

While the mushroom industry continues to flourish, the community is feeling the effects of changes and increases in population as banking and corporate headquarters are moving into a neighboring state and as national industry is relocating nearby. As new job positions open, housing developments are

replacing the farmlands. Many upper middle-class families, seeking a pleasant and positive environment, are moving into the area. County planners foresee a large increase in housing within the next 5 years with the potential of doubling the population in the immediate area of the school. Thus, the population of the community is a broad social and economic mixture ranging from Puerto Rican migrant workers, who help in the mushroom industry, to wealthy landowners. In addition, the population now includes many middle-class newcomers.

The school is accepting applicants from families who are experiencing a first introduction to private schooling. Seventy-five percent of applicants to the school are seeking private placement and coming from a public school background.

The Writer's Work Setting

The school in which this practicum was conducted is an independent nonsectarian coeducational day school which was founded in 1948. By the mid-1970s, the school had completed a building program and raised an endowment of 2.4 million dollars. The annual budget is now 1.25 million dollars and the annual giving goal is $110,000. The median teacher salary is now nearly $20,000 and equals the median range as described by the National Association of Independent Schools.

Facilities at the school include an academic center which contains classrooms for one section each of grades 2 through 9, the library, and the lunchroom which doubles as a student center. The academic center, completed in 1970, has received a prestigious architectural award and is visited on occasion by building committees from other schools. Other structures on the 17-acre campus include a primary center with classrooms for one section each of preschool for 4-year-olds, kindergarten, and grade 1, an arts building, an auditorium-gymnasium called "The Barn," and a covered ice rink. The administrative offices are in an 1830's farmhouse in the center of the campus overlooking athletic playing fields. The school has several pieces of significant sculpture on campus and has paintings and art objects of substantial value within the buildings.

The school's enrollment of 210 students come mainly from a 20-mile radius including three counties and a neighboring state. The school seeks a diversity of students from all races and from all socioeconomic levels. It supports a strong need-based financial aid program but has not been able to attract a desirable number of minority students. The enrollment has consistently been almost entirely white middle and upper middle-class students.

The school's motto, "Trust, Understanding, and Responsibility" summarizes the belief in the worth of each student as an individual. The instructional programs are planned to incorporate academics, the arts, and athletics in the best balance for each

youngster and with the above creed as an unspoken but present fourth element.

At the upper school level, grades 6 through 9, the curriculum includes an academic preparatory program, a developmental program concerned with basic skills, and a third program for children with specific learning disabilities. The school tries to maintain the academic and developmental tracks with about 45% of the enrollment in each and with a 10% enrollment in the learning disability track. Students may be cross grouped in classes or moved from one track to another. Strengths of the upper school program include offering three foreign languages (French, Latin, and Spanish), drama, art, music, computer science classes, and an athletics program which includes ice hockey and figure skating. Youngsters in the upper school are required to do service in which they help with the maintenance of the buildings and grounds.

In grades 8 and 9, students are given an opportunity to travel overseas with recent trips being to China, Japan, Scandanavian countries, Finland, and the Soviet Union. Two Finnish students are generally accepted in the ninth grade through the Overseas Program. This year the city of Turku, Finland, will host an anniversary celebration in honor of the years of exchange trips with the school.

In the lower school, through grade 5, classes are self-contained. Small groupings and individual instruction are used to meet the needs of a wide range of achievers in academics.

Three parttime instructors and the lower school director are available to teach basic skills in small group or individual sessions. The lower school faculty of 17 includes 7 homeroom teachers, the 3 parttime instructors, plus 7 cocurricular teachers.

The librarian is considered an integral part of the lower school faculty and conducts library sessions once a week in kindergarten through grade 5. Homeroom teachers find the art, music, and craft teachers willing to work with any class project, particularly in social studies. Four periods of physical education are held weekly and include ice hockey and figure skating during the winter term. In all, the cocurriculars represent a strongly defined area in the lower school's program of instruction.

Faculty turnover in both full and parttime positions has been low. The teachers like the opportunities offered to seek creative ways of instructing children. The school's faculty fully supports the flexibility within each grade in lower school which can allow students to proceed in academics at various levels. Teachers are asked to be diagnosticians as they instruct children. Faculty members are encouraged to take courses or in-service sessions and to share the information with each other. All teachers in lower school meet the requirements for state certification in elementary education. Three hold master's degrees and two others are pursuing master's degrees; one is working towards a doctorate.

The administrative team consists of a headmaster, an assistant headmaster, directors of lower and upper school, and a director of development. At present, the assistant headmaster is fulfilling the role of interim headmaster and is also business manager and director of admissions. In general, the role of each of the two directors is that of a curriculum coordinator with emphasis on seeing that the day-to-day activities go smoothly.

The Writer's Role and Responsibilities

The writer's present responsibility is that of lower school director. The writer works directly with children, teachers, and parents in the prekindergarten through grade 5. The student body of the lower school includes 112 students. Responsibilities of the position include conducting lower school meetings, arranging in-service sessions, setting up schedules and conferences, obtaining substitute coverage, and being available to teachers for an exchange of ideas.

The writer is also responsible for directing the lower school's program for children in need of individual or small group assistance. The program offers a variety of support activities in reading, spelling, handwriting, and written expression. The writer often works with serious problems in the reading and math areas. The writer is also director of the Country Learning Center, a summer school program focusing on intensive remediation of basic skills. The summer school

attracts students from surrounding public schools as well as private schools.

The writer also serves as examiner for early childhood applicants, serves on the admissions and disciplinary committees, and is a member of both the academic and long-range planning committees of the board of trustees of the school. The writer also chaired the lower school committee in its preparation for accreditation in 1983 by the State Association for Independent Schools. The writer organized and chaired the group responsible for planning the school's entry into computer use.

In addition to being active in the school for 17 years, the writer has served in several capacities beyond the local level. She has served on two evaluation teams for out of state evaluations by the State Independent Schools Association. She chaired the nine liaison meetings in 1982 and 1983 and was responsible for organizing, setting up programs, and handling communications for the lower schools of the area which were members of the group. Most recently the writer chaired a session at the national meeting of the Orton Society, a group concerned with dsylexia. The writer presently is a board member in a local historical group and also on the educational advisory committee for the local science center.

The writer's background includes an undergraduate degree in early childhood education and a master's degree in reading. She has taught grades 1 through 4 and worked with students through grade 9 in a summer school setting and in private tutorial

sessions. The writer has worked with college level students as a supervising teacher for student teachers and with groups of interns completing observations and small group teaching requirements. The writer has also had experience conducting educational evaluations and planning individual programs within a private clinical setting. All of the background experience has proved valuable in the writer's present position.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem Situation

In the lower school in which this practicum took place, teaching the skills of communication was considered the basic task. Reading was the central focus of the language arts program which also included writing, spelling, handwriting, speaking, and listening. Teaching reading involved teaching the decoding skills, but of equal importance was that of emphasizing reading for meaning. Daily planned reading periods took place in all grades.

In grade 1, students were grouped by reading ability levels, but all students used the same basal series. In grades 2 through 5, different basals could be used depending upon the learners and their patterns of learning. Small groups were provided, and corrective or remedial reading was given when the need was indicated. Which children received special reading help was determined by teacher observation and by individual evaluations completed by the writer. Children who attended the reading laboratory had daily periods of instruction using a variety of reading materials.

The library was believed to be an important asset to all lower school children. It was centrally located and all classrooms opened into it. Children were permitted to move from the classroom into the library at their free time, for classes of

library instruction, and when researching material. The library program had set objectives for each grade (see Appendix A). The librarian had spearheaded some innovative motivational activities in library reading, such as one called Character Day. Character Day was held in the fall just before the annual school book bazaar took place; all children from grades 2 to 5 were asked to come dressed as a favorite book character. Activities during Character Day included a special movie and a parade by the students through the kindergartens and grade 1.

It appeared that reading was being taught efficiently: time was scheduled for reading classes; special reading help was available; library facilities were being used with some library activities planned. However, the second- and third-grade teachers, the librarian, and the writer had recognized some problems in reading among some second and third graders.

Some second and third graders were choosing library books which they could not read competently or completely. Some were reading only very easy beginner books from the library, and they often chose the same few books again and again. Some children from second and third grade did not elect to read a library book during an activity time which allowed free choice; instead they turned to drawing, doing puzzles, or playing games. Some children did not choose to take library books home.

The writer had noticed that the youngsters who were not reading library books were the same youngsters who remained on long plateaus in achieving word recognition. These same students

did not show steady progress with word study skills. The students in question were usually receiving or had received corrective or remedial reading. This year there were 8 such students. In later grades the same youngsters showed only average or low average scores when tested on knowledge of word meanings.

Some part of the reading program was not proceeding correctly for these youngsters. If it had been, the second and third graders in question would have been motivated to choose books from the library. They would have been spending more time actually reading books in school and at home. The practice in reading would in turn have increased word recognition, word study skills, and vocabulary knowledge in later grades.

In conclusion, the problem addressed by this practicum was that some children in second and third grade were not transferring reading skills as quickly or as easily as possible into library reading. This lack of library reading appeared to contribute to a lag in vocabulary knowledge as the children entered later grades.

Documentation of the Problem

In order to document the problem stated in the previous section, the writer had asked for the cooperation of the second- and third-grade teachers and the librarian at the school in which this practicum took place. In the spring of 1986, it was

proposed that achievement testing be held in the fall in order for the teacher to use the results profitably in making instructional plans for the year. Several lower school meetings were devoted to this issue. At the final meeting on May 12, 1986, the discussion included the comment that fall testing could also be used in determining special needs of students in reading and mathmatics more quickly, perhaps, than by individually testing each student (see Appendix B). Fall achievement testing would include pinpointing those children who are not reading independently. Discussion continued about the need for some program which might help these children become more independent in their reading. Thus, the second- and third-grade teachers were aware of the problem of some nonindependent readers and consciously wondering what could be instituted to help overcome it.

Since the developmental reading program with the basal readers and the corrective/remedial reading program seemed to have been in place and operating efficiently in terms of time allotment, efforts, and materials, the writer used a survey (see Appendix C) in which the second- and third-grade teachers indicated what other types of reading had been carried out in their classrooms. The survey was designed to allow the teachers a choice of responses. A "yes" response was interpreted as implying a regularly scheduled activity with a "no" response meaning the activity had never been used. A "sometimes" response was interpreted as pertaining to an activity which had been

occasionally used. Both surveys and the complete responses are included in Appendix D. However, a brief discussion of significant points is presented here.

Two types of reading activities had been regularly scheduled in both second- and third-grade classes. These were listening to books being read to the class and having had regularly scheduled library periods with the librarian once a week. Only one other related activity, story dictation, had been held regularly and then by the second-grade teacher only.

According to the responses about regularly scheduled silent sustained reading on the survey, second grade participated only occasionally and third grade did not use this technique. Thus, the only time, outside of the structured basal reading instruction, in which second- or third-grade children had been reading library books in school was in free choice activity time which was given once independent assignments are completed.

The second-grade youngsters did not share library books with each other; the third-grade youngsters sometimes did so. Further questioning revealed that the method of sharing in grade 3 was through book reports. Thus, little sharing of books was taking place in either grade. In conclusion, the survey provided evidence that time was not being alloted to practice library reading and that students were not sharing their reading experiences with each other.

For further evidence of the problem of nonindependent readers in grades 2 and 3, the librarian kept a record of books

checked out by both classes during the month of January. Because of unanticipated snow days plus a holiday, the actual count covered 17 days. Appendix E describes the count in detail. The librarian was also asked to specifically count the number of books checked out by the 8 children in grades 2 and 3 who were judged to be the nonindependent readers (see Appendix F). The comparison of the number of books checked out by the class to those checked out by the nonindependent readers provided evidence of the problem and corraborated the selection of those particular 8 students whose needs in library reading had not beeen met.

A reading interview was held with each second- and third-grade student by his or her reading teacher. The interview sheet (see Appendix G) consisted of 6 questions designed to see how a student would respond about what he read, how much he read, and when he read. A brief discussion of some questions and the responses follow here. The first question, "Did you read anything interesting yesterday or today?" was answered with a "no" by 6 of the nonindependent readers. Only 1 of the 8 had a library book checked out at the time of the interview. Only 1 child of the 8 reported that a parent read with him. The interview sheet results indicated a lack of library reading on a consistant basis in the home as well as at school by the 8 nonindependent readers.

Although observations by the teachers and librarian had led to identification of the 8 children who were not transferring basal reading skills into library reading, a word recognition

test was given to both classes. The test results (see Appendix H) confirmed that the nonindependent readers who were not participating in library reading were those whose word recognition skills were lowest in ranking in the two classes.

Analysis of the Causes

The problem of students who had not transferred basal reading skills into library reading may have had many causes. One cause of the problem of lack of library reading on the part of some children was that too much instructional time was spent on workbook and related skill drill activities. Free choice activities, including library reading, was not an option for some students who were still completing such tasks.

Another cause of the problem was that neither second or third grade had any systematic way of planning for silent reading in books of student choice. Children do read silently in the basal readers on a daily basis, but the actual amount of reading was limited to one short selection. The classroom reading survey (see Appendix C), given to second- and third-grade teachers, confirmed that no daily planned periods for library reading existed.

A third reason for lack of library reading by some students might have been that the nonreading youngsters did not have encouragement to read at home. They may not have seen adults reading for pleasure. Instead, television may have been considered the major source of entertainment.

A related cause of this problem may have been the current situation for after school care or activities. Some children were sent to day-care facilities after school. In these facilities the children may have been encouraged to play and interact with others rather than focus on individual activities, such as reading. Many children were busy with other after school activities such as sports practice, or lessons of some kind, which left little time for outside reading.

A fifth reason for the problem may have been a difference in the type of student accepted in the lower school in the early grades. Admissions records showed an increase in acceptance of students who may have been considered at risk in learning to read because of family history or auditory and visual learning problems. Therefore, second and third grade could have expected to have some students who showed a lag in independent reading.

The last reason for lagging library reading skills by some students was that these second and third graders who were not choosing to read independently may not have been gaining decoding skills effectively in the early grades. These children may have avoided library reading because it was just too difficult for them to decode.

If children were not decoding effectively because it was too difficult, consideration might have to be given to seeking other ways than basal reader instruction in introducing reading skills in grade 1. It was not within the time frame of this practicum to pursue such alternative methods at this time.

Whatever causes were involved, the students were in need. Gaining enough confidence and motivation to continue reading with library books, it was felt, would help any beginning reader become a more successful reader.

The Relationship of the Problem to the Literature

In order to help solve the problem of transferring basal reading skills into library reading, the literature was reviewed, first to see what researchers believe is necessary to bring about successful, fluent readers. Elkind (1974) believes that beginning readers who can read easily and rapidly do so because they have successfully met four requirements: (a) they are influenced by having adults who model reading and reward reading behavior; (b) they are at the concrete operational level; (c) they have an environment which is full of language; and (d) they have a program of instruction. In order to read rapidly with understanding, Elkind believes readers must have the following: (a) visual independence in which they are free of the motor system during reading; (b) reading material which they can understand; and (c) receptive discipline, or the willingness to attend to ideas other than their own.

Greaney (1986) has explored the influence of parents on the reading skills of their children. Home environment appears to have a greater effect on reading than on other subject areas such as mathematics. Greaney indicates the following factors

concerning home environment show a relationship to reading: (a) verbal interaction; (b) parental interest in their children's reading; (c) the parents' own amount of reading; (d) access to reading materials in the home; (e) time for reading in the home; and (f) parental reading to the child.

McKenzie (1976) believes that each child constructs his own learning; therefore, children need access to many kinds of books. The aim of reading instruction should be to produce children who want to read. Instead of teaching children how to read, teachers must try to bring out a desire to read from within the children

Cunningham (1981) wants reading to be considered a holistic process and does not like to see reading instruction which stresses drill of isolated skills. Children see more value in reading when they are taught with natural techniques such as imitative reading.

The review of the related literature also revealed some ways in which reading instruction might produce fluent, successful readers in the early grades. Botel (1979) believes the first critical experience in reading is that of responding to literature by hearing or reading self-selected imaginative materials. Both parents and teachers can contribute to this critical experience by reading to children. Botel feels the second critical reading experience is that of having self-selected and sustained silent reading. Children can read without pressures of instruction and at their own pace. The

students have the option of sharing their reading experiences with others at the close of the silent reading time.

Mendak (1986) also approves of practice with silent reading in the primary grades. She cites undisturbed sustained silent reading as a technique. Baldwin (1985) would agree with this method for he believes that a subskills approach has been overused in teaching reading for many years. He calls for a holistic approach which requires extensive practice preferably with literature, not textbooks. Textbooks, according to Baldwin, have limitations. Basal readers are examples of the textbooks in which ideas are compressed and thus somewhat incomplete. Teaching reading using a holistic philosophy requires huge amounts of reading materials.

Bennett (1986), in the report on elementary education in America, reports that children learn to read by reading; and yet, in a primary class only 7 to 8 minutes daily is allotted to silent reading. As much as 70% of instructional time is spent on worksheets and skillsheets. Bennett also points out that textbooks which are of poor literacy quality may turn children away from reading.

Lamme (1985) attempts to integrate the reading of literature into the schedule of classes by having teachers use the basal reading program of choice three days a week and a library book program two days a week. This is proposed as a way of moving literature gradually into the core of reading instruction.

Grazer (1985) suggests "lap reading" as a way of encouraging students to love literature. Lap reading is used with very young students. The same effect is given to students in lower grades by having an adult or student read aloud to individuals and then discuss the story together.

Chall and Popp (1986) report that practice in reading and re-reading interesting and familiar stories leads to confidence in word recognition. In grades 2 and 3 this in turn leads to fluency and willingness to read other new books.

Clay (1979) feels strongly that even early intervention strategies for children at risk for reading should include holistic reading. Reading of very short books with re-reading of favorites is part of her recommended daily tutorial instruction with these children.

Labuda (1985) suggests a different approach when working with gifted readers. He encourages the use of follow-up activities with reading experiences because such elaboration helps form associations which make the gifted readers transform their reading into action.

Veatch (1978) repeats some of the ideas expressed above in her method of getting students to read. Her goal is to keep students sampling from many books. To do this she advocates individualized reading in which the major features are self-selection of books, conferencing and postwriting activities.

Hickman (1983) discusses the types of classrooms in which children seem to like books and are successful at reading.

Factors in such classrooms include having an enthusiastic teacher, having both time for, and access to, books, getting personal introductions to books and having various methods of sharing what is read, such as through art and drama.

The Reading is Fundamental organization believes that reading should involve the home and should help youngsters explore their own reading interests. The organization sees reading improvement coming about through promotion of motivational activities which can be fun.

In conclusion, a review of the literature showed that the development of independent reading, which will transcend the skills taught in a basal reading series and include a wide range of reading material, is an important one. Some specific suggestions in helping transfer basal reading skills into library reading were found in the literature.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The transfer of reading skills into library reading was important for the present and future success of selected students in grades 2 and 3. As a result, the first goal of this practicum was to motivate the students to choose books they could read. The second goal was to have the selected students spend more time reading both at school and at home. The third goal was that as a result of increased reading by the students, long term gains in word recognition, vocabulary, and word study skills would occur.

Behavioral Expectations

The literature review concerning the improvement of independent reading showed methods by which library reading could be increased. Various sources suggested that providing time, both at home and at school, for silent reading is important. The first behavioral objective addressed this issue. The second behavioral objective addressed incorporating various kinds of reading activities beyond the basal reading program in grades 2 and 3 as suggested by the analysis of the literature. The third behavioral objective concerned the idea of response to literature, a method strongly advised in the literature review.

The following behavioral objectives were projected for this practicum:

1. Over a period of 12 weeks, each of the selected students will increase the number of books checked out of the school library.

2. Over a period of 12 weeks, the second- and third-grade teachers will have an awareness of other possible reading activities for use beyond the basal program.

3. Over a period of 12 weeks, the second- and third-grade selected students will increase their responses to literature.

Standards of Performance

The following standards of performance were projected to measure behavioral expectations:

1. At the end of the 12-week period, the number of books checked out of the school library by the nonindependent readers in grades 2 and 3 will increase by at least 15%.

2. At the end of the 12-week period, when presented with the postsurvey regarding reading activities within the classroom beyond the basal reading program, grade 2 and grade 3 teachers will indicate an increased use of related reading activities.

3. At the end of the 12-week period, the 8 nonindependent readers in grades 2 and 3 will increase the number of specific responses on a teacher made pre- and postinterview sheet.

Assessment Instruments

The following assessment instruments were projected for measuring the standards of performance:

1. Over the 12-week period, a book count for the 8 selected nonindependent readers in grades 2 and 3 will be maintained and compared to the book tally kept before the practicum was implemented (see Appendix F).

2. At the end of the 12-week period, teachers of grades 2 and 3 will repeat the classroom reading survey consisting of a list of reading activities. Teachers may respond with "yes," "no," or "sometimes" answers (see Appendix C).

3. At the end of the 12 weeks, the reading interview sheet, consisting of 6 questions about reading preferences and amount of time alloted for reading, will be repeated with the 8 nonindependent readers of grades 2 and 3 (see Appendix G).

A log was kept to record unexpected events which happened during the implementation of this practicum. These events included any unexpected deviations from the original plans and differences resulting from problems during implementation.

CHAPTER IV

SOLUTION STRATEGIES

Discussion and Evaluation of Solutions

The transfer of basal reading skills into library reading is necessary to assure reading success for all young students. The review of the literature disclosed factors which are important in bringing about fluent, successful reading. Elkind (1974), Greaney (1986), and Hickman (1983) see the environments as affecting the reading process with some children. Elkind and Greaney particularly stress the effect of parental interest in reading, and both see verbal interactions between parents and their children as setting up a rich use of language through which reading skills can grow. Botel (1979) feels reading to children should begin as early as 6 months and that parents contribute extensively to whether children learn to respond to literature. The adult role of modeling reading, which can be a role for either parents or teachers, is seen as an important one.

One solution held by many authorities in the field of reading is the necessity of practicing the act of library reading. Bennett (1986), Chall and Popp (1986), Clay (1979), and Mendak (1985) agree on the importance of allowing time for reading of library books. Although each authority may have various methods of structure within the classroom to accomplish

the task of reading, the setting aside of time for reading is foremost in each writer's plan.

Regarding reading as a holistic process is stressed by Veatch (1978). She advocates changing from an artificial basal reading program to one of total involvement with library books and materials. Her program of individualized reading calls for self-selection of books by students and requires writing and conferencing about the books selected resulting in a total language arts program evolving from library books. Baldwin (1985) and Cunningham (1981) advocate viewing reading as a whole entity rather than teaching from a subskills point of view. Both Baldwin and Cunningham would take time from structured basal reading and would try to eliminate some of the worksheet and workbook activities which are involved with drill of isolated reading skills.

Chall and Popp (1986), Lamme (1985), and Clay (1979) do not believe the regular program of reading instruction should necessarily be removed from the classroom but rather that elements of library reading must be added. Lamme wants library reading to replace the basal reading program for two days of the week. However, she would gradually like to see more emphasis on library reading so it could replace basal instruction. Clay, in discussing use of books in early intervention with high risk children, also believes in working with subskills but adds the reading of complete books to each tutorial session.

Several authorities promote the importance of presenting interesting reading material for students. Bennett (1986), Baldwin (1985), and Veatch (1978) are among those who hold that much reading material presented in basal reading series is not interesting and of poor literary quality. Bennett believes this may actually turn children away from reading. Chall and Popp (1986) feel reading interesting stories will lead to fluency and in turn to reading new material willingly. The Reading is Fundamental organization, a reading motivation program, believes children need to engage in book-related activities all year around. These activities should help children explore their own interests in reading and be fun.

Another factor to consider in getting children to read is that large amounts of books must be available to students. Baldwin (1985), Hickman (1983), and McKenzie (1976) all feel classrooms must have access to many types of books and materials and specify large variety and amounts. Greaney (1986) feels access to reading material in the home has a relationship to fluent, successful reading. Reading and re-reading the same stories and materials is suggested as a way of getting a sense of the whole from a selection. Chall and Popp (1986) are firm in their belief that re-reading of selections, particularly favorite stories and poems, will give confidence to young struggling readers.

The importance of silent reading with library books as a method of improving reading is emphasized by Veatch (1978), Botel

(1979), Bennett (1986), and Mendak (1986). Mendak cites undisturbed, sustained silent reading as a technique to be used from primary grades on through later grades. Botel feels that reading or responding to literature is the first critical experience of reading but that sustained silent reading experience is the next critical experience. Using this technique, students and teachers are asked to read to themselves over a short period of time. Sustained silent reading as a process is usually scheduled on a daily basis. The advantages of sustained silent reading are that students can read at their own pace without pressures of instruction. While students may share reading experiences, they are not required to do so. The element of self-selection of library books is considered important by all authorities who propose sustained silent reading as a technique.

Giving children opportunities to respond to what they have read is valued by several authorities on reading. Botel (1979) considers this to be the first critical experience of language arts instruction. Greaney (1986) sees the verbal interaction as a way parents and children share information gained through reading. Glazer (1985) suggests that response to reading comes through a one-to-one sharing with one adult or another student; together the two read aloud and discuss the story.

Labuda (1985) believes in sharing responses to reading by using elaborative activities which follow reading. Such elaboration, through writing, drawing, or drama, help reading experiences become a more active process with gifted children.

Veatch (1978) includes book conferencing, keeping records, and writing about selections as part of her individualized reading program using library books. Hickman (1983), in discussing classrooms which invite reading, adds sharing reading experiences, such as through art and drama, as a way of responding to what is read. The literature suggests that responses to reading may be made in various ways, through discussion, art, drama, and writing activities.

Emphasizing the individual in reading is promoted by Veatch (1978) through individualized reading program and by Hickman (1983) who suggests that all children should be given personal introductions to books. Clay (1979) and Glazer (1985) also establish how important it is to have reading encouraged by one other person with whom a student can both read and discuss library books.

Thus the review of the literature revealed important elements in getting the 8 students of grades 2 and 3 to read library books. The first element which fitted in with the needs of the students in this practicum was that of alloting time for library reading, both at school and at home. The use of a motivational technique to increase time spent on library reading was feasible.

The second solution which appeared feasible from the results of the literature review was that of sustained silent reading. This technique could be incorporated into the daily reading periods of the 8 children in question. This solution also increased the amount of time spent on library reading.

The third solution which appeared feasible for the 8 students who were not reading library books in a sufficient amount was instituting a way of helping students initiate and share responses to reading. While shared responses with a group could come with sustained silent reading, the third solution involved assigning peer reading partners with whom sharing could take place in a more private context.

The choice of possible solutions were many. Only one of those mentioned in the literature review appeared not to be a workable one. Using the total individualized program as described by Veatch (1978) was not suitable for the 8 children with whom this practicum deals. The time frame of this practicum was too short and the individualized program would be better applied to a class rather than selected students.

The literature review suggested involvement of parents, teachers, and peers in helping children become confident fluent readers. The choices of providing time to read by using a motivational technique, using sustained silent reading and adding the element of shared response through use of peer reading partners required interaction of teachers, the librarian, parents, and peers.

Description of Selected Solution

The selected solution to the problem of transferring basal reading skills into library reading with some second and third graders included three interrelated strategies. The first

strategy was instituting a motivational technique which encouraged the 8 nonindependent readers to spend more time on reading. The motivational strategy was called "The Eleven Minute Club." Each of the 8 nonindependent readers was asked to participate in the club by reading at home 11 minutes 3 times a week for a total of 33 minutes or more. Each child's parents signed a slip to attest to the completion of the required reading. A slip was returned to school each week (see Appendix I). The reading teachers kept a tally of the minutes of reading completed by each individual. If a youngster completed 429 minutes of reading in this semester, he was recognized on Class Day, a day in June in which achievements and honors are given to students in the school. The award for completed sessions was a gift certificate for a book. A letter explaining the Eleven Minute Club and containing suggestions for parental support was sent to the parents of each student (see Appendix J). In the letter some points mentioned included instruction on helping a child select a book on his level and a suggestion on how to handle reading together for enjoyment rather than instruction.

The second strategy in the solution was to institute sustained silent reading periods four days a week in second and third grade reading groups which include the 8 nonindependent readers. The reading teachers met to review the methods and goals of sustained silent reading and decided on length of the reading period. Teachers were asked to introduce the sustained silent reading period by sharing brief reading experiences. The

teachers were asked to allow time at the close of the periods to permit students to share their responses to reading if desired. As with the Eleven Minute Club, the sustained silent reading technique increased the time students spend on reading in library books.

The third strategy was that of initiating shared responses by assigning peer reading partners to the 8 students. The reading partners met formally one session a week under the supervision of the reading teachers of the nonindependent readers of grades 2 and 3. Because of the central and open location of the library, it was possible for the partners to meet informally at various times during the week. Fourth-grade partners were asked to prepare a short selection to read and discuss with the assigned students. Second- or third-grade students were asked to do the same task, prepare a short selection to read and discuss with the fourth graders. Reading partners were asked to find something interesting to share as they selected something to read. This third strategy of shared response allowed the sharing to take place in a one-to-one situation rather than in a group setting as it is handled in sustained silent reading.

The three-part solution had several advantages. First, parents, teachers, and peers were involved in the solution. Next, all three strategies meant that more time was spent on reading. Third, the 8 nonindependent readers received positive feedback for all their reading efforts. In addition, the three-part solution was one which did not require spending extra

funds for materials and supplies. Instead, as it should have been, the school library was the source of books.

Report of Action Taken

Meetings were held with the reading teachers and the librarian to explain the three strategies involved in the solution. The strategies were introduced one at a time over a period of a week to the nonindependent readers in grades 2 and 3.

For the first strategy, "The Eleven Minute Club," in which the children read at home a minimum of 33 minutes a week, the reading teachers assumed responsibility for explaining and giving out the packets of material which contained the parent information sheet (see Appendix J) and the coupons to be returned weekly (see Appendix I). The reading teachers were also responsible for collecting the coupons weekly and charting the number of minutes read.

The writer took the responsibility of training each of the nonindependent readers in how to select a library book on the correct reading level; the student selected a book, turned to a page near the middle, and read the page. If the student found five unknown words on the page, excluding proper nouns, the book was considered too difficult.

Children, teachers and parents handled the requirements for "The Eleven Minute Club" motivational technique. Parents of the nonindependent readers were particularly supportive about the

strategy. All 8 children read the required number of minutes or more and all surpassed the total requirement of 429 minutes over the implementation period of 3 months. The 8 students received recognition on Class Day and were given gift certificates for books.

To implement the second strategy, sustained silent reading, the teachers were asked to set the time, the length of the period and the place. Sessions were held four times each week. Sessions were 15 minutes long. To emphasize the element of sharing responses to reading, the teachers started each sustained silent reading period by sharing something they had read; at the close of the period students could choose to share responses.

The teachers found that student sharing took several weeks to establish. Students seemed to wish to complete a book before talking about it. According to teacher reports, the second graders found sharing easier than the third graders.

One unanticipated result was that students traded books rather than returning them to the library and also borrowed books from the Reading Laboratory; therefore, the library count did not reflect the actual number of books being circulated among the 8 students.

The third strategy, in which each of the 8 nonindependent readers shared reading and responses with a fourth-grade peer partner, was established by the writer and continued one period a week in the library under the supervision of one reading teacher. The role of the fourth-grade peer partner was to be that of

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Objective one, "Over a period of 12 weeks each of the selected students will increase the number of books checked out of the school library," was measured by keeping a book tally for each student. The book tally included books from the library and from the library of Reading Laboratory. Every student in grades 2 and 3 increased the number of books checked out by more than the 15% criteria.

As a group, the 8 selected students increased the monthly book count significantly. However, the preimplementation monthly count took place in January in which a number of snow days disrupted the normal school schedule; therefore, the book count was felt to be abnormally low. Table 1 summarizes the book count results.

Table 1

Book Count Results

	Grade 2	Grade 3
Preimplementation monthly book count	6	3
Implementation monthly book count*	23	18

Note. Figure is an average of the 3-month total

The second objective, "Over a period of 12 weeks the second- and third-grade teachers will have an awareness of other possible reading activities for use beyond the basal program," was measured by repeating the classroom reading survey consisting of a list of reading activities (see Appendix K). Teachers again responded with "yes," "no," and "sometimes" to the 10 choices of reading activities which could be carried out in the second- and third-grade classroom.

The results of the survey indicate an increased use of reading activities within the classroom. In particular, the consistent use of reading activities beyond the basal has increased as indicated by the number of "yes" answers which replaced the "sometimes" answers from both the second- and third-grade teachers.

Sustained silent reading as a technique had not been regularly scheduled as an activity before the implementation period. However, since it was one strategy used in the solution to the lack of library reading by the 8 selected students, it was now expected to be a classroom reading activity used on a consistent basis. Table 2 summarizes the teacher responses regarding the use of 10 reading activities in the classroom. The table allows for a comparison before and after library reading strategies were implemented. All 10 possible reading activities are now being used in both second and third grades. Many activities are scheduled on a regular basis while some are scheduled occasionally.

Table 2

Classroom Reading Survey Comparison

Responses	Grade 2 Pre	Teacher Post	Grade 3 Pre	Teacher Post
Yes	3	9	2	8
Sometimes	5	1	5	2
No	2	0	3	0

The third objective, "Over a period of 12 weeks, the second- and third-grade students will increase their responses to literature," was measured by again administering the reading interview sheet (see Appendix G) to the 8 selected students. The interview sheet consisted of six questions designed to see how students would respond about what they read, how much they read and when they read. A discussion of the results follows.

During the first interviews, only 2 of the 8 selected students had responded with a "yes" to the question, "Did you read anything interesting today?" During the second interviews, 5 of the 8 responded with a "yes" to this question.

During the original interviews, only 1 of the 8 selected students had a library book. During the second interviews, 6 of the 8 had a library book checked out.

During the first interviews, only 1 child reported that a parent read with him in response to the question, "Who reads with you?" During the second interviews, 2 children reported

reading with a parent but 2 also mentioned reading with the fourth-grade peer partners.

The questions, "What do you like to read?" and "Do you have a favorite book?" were answered with a wide variety of responses. There appeared to be no significant differences in the types of responses from the first to the last interview.

During the first interviews, the 8 selected students had responded generally to the question "When do you read?" with the answer "at night." The students responded in the second interviews with essentially the same answer although 2 mentioned reading at school.

Although the third objective of increasing responses to reading was met, the writer does not believe the interview sheet proved it. Better justification of the increased reading responses came from the reading teachers who reported on the discussions and sharing during the sustained silent reading period and from parents who commented on the increase in their children's interest in reading.

Conclusions

The first objective of this practicum concerned increasing the number of books checked out of the library. The second objective involved increasing awareness of various types of reading activities available beyond the basal reading program. Both of these objectives were clearly met as shown by the data in

the previous section. The third objective concerned increasing the 8 selected students' responses to literature. While it is felt the students did increase the responses, the choice of the student interview sheet was not necessarily the most appropriate method of measuring the results of the third objective.

The three strategies used to increase library reading, sustained silent reading, The Eleven Minute Club motivational technique, and use of peer reading partners, were effective choices. The 8 selected students practiced reading in meaningful ways through these strategies. This practice contributed to growth in word recognition (see Appendix M).

Two of the second graders grew in reading skills so quickly they were placed in a more advanced reading group on grade level in the middle of the 3-month implementation period. However, these students were asked to continue with the selected students in using the strategies of sustained silent reading, The Eleven Minute Club, and the peer reading partners. The reading fluency attained so rapidly by the 2 second graders supports the contentions of Bennett (1986), Clay (1979), and Mendak (1985) who believe allowing time for and practicing reading are necessities in producing readers.

The 4 third-grade selected students made enough growth in word recognition to join a classroom reading group in grade 4 in the fall. Teachers noted that sharing responses to reading appeared more difficult with the grade 3 selected students than

the grade 2 students. This supports Clay's (1979) view that early intervention in reading may be best for some children. By grade 3 a feeling of failure may be too well established.

In achieving the second objective, increasing awareness of other reading activities beyond use of the basal, one unexpected result occurred. The teachers were stimulated by just taking the classroom reading survey (see Appendix C) into trying activities with all reading groups. The most productive of these activities was the development of a short reading response sheet which a child could use with any story or book. The sheet allowed writing space for the title and author and a few lines for a response. Through use of the reading response sheets, the teachers became more aware that success in reading comprehension at early levels is dependent upon making connections between what is in the child's known world and what is being read.

Deeper understandings of what it takes to become a reader evolved in the teachers during the implementation period because the teachers watched the shared responses of the selected students. Thus teachers became interested in doing what McKenzie (1976) believes should be the true aim of reading instruction, to bring out a desire to read from within the children.

The selected students were motivated to choose books they could read. They spent more time reading at home and at school. These two expectations of the practicum were met. The third expectation, that increased reading would result in long-term

gains in word recognition, vocabulary and word study skills, cannot be measured because of the time frame of the practicum. Comparisons in word recognition before and after implementation (see Appendix M) would seem to indicate some success within a short period.

Recommendations

The writer has some recommendations based on the outcome of this practicum. The strategies used successfully with the 8 selected students can be used with all groups within a classroom. The faculty has expressed interest in holding sustained silent reading periods daily as part of the reading program for all students.

Motivational techniques, such as The Eleven Minute Club, can be adapted for all students at any grade. It is suggested, however, that such motivational techniques might be considered for use earlier in the school year. This is particularly true for use with the incoming second grade students many of whom will not be at the fluent stage of reading. It appears important to help get these readers to become independent fluent readers as soon as possible to counteract feelings of failure as readers. Parent and teacher support of The Eleven Minute Club was evident. Therefore, it is suggested some planning be completed to include a motivational program in reading instruction at various grade levels.

It is also suggested that first grade be given additional funds to replenish library books within the classroom. Sustained silent reading time can be used effectively by this grade.

Using peer reading partners as a technique to improve reading has not been fully explored at the school in which this practicum took place. The results in building confidence in readers indicate this technique could be used profitably possibly at an earlier grade level. It would require much cooperation by teachers, however, to establish the time, place, and process through which the technique could be carried out effectively.

Faculty members became interested during the implementation of this practicum in pursuing alternate ways of teaching reading; therefore, efforts should be made to provide additional information on other methods which can work within a classroom. The development of the reading response sheet is one example of the high interest shown by teachers. Developing story conferencing and book guides can be more imaginative ways of teaching reading than using only the basal reading program. These techniques, and others, need to be explored.

The ultimate method of teaching reading could be total individualization of the program. A true individualized reading program would eliminate basals and use only library books. It would require much organization and recordkeeping on the part of the reading teachers to make such an individualized program possible. Although the lower school may not be completely ready for this, exploring various reading techniques other than basal reading is a beginning.

Dissemination

The results of this practicum will first be shared with the lower school faculty members. Faculty members from another private school in the area have expressed interest in the results.

In addition, the writer plans to share the results at a meeting of the Liaison Committee, a group of representatives from lower schools in the area. This will take place during the next scheduled meeting on reading.

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APPENDIX A

LOWER SCHOOL LIBRARY PROGRAM

UPLAND COUNTRY DAY SCHOOL

Lower School Library Program

First Grade

Enthusiasm for reading is encouraged by sharing stories from a wide variety of books and using related activities. The children are made aware of how the books are arranged (by author's last name) on the easy shelves and of the differences between authors and illustrators.

Second Grade

The children learn how to select, sign out and return books by themselves and are encouraged to browse in every part of the library. Special holiday stories, books by well known authors and Caldecott Medal books are among the favorite choices. The differences between fiction and non-fiction are discussed.

Third Grade

There is a continuing emphasis on widening the scope of reading, including fables, folk tales and various types of fact-finding materials. The uses of the card catalogue are explained and the Dewey Decimal system is introduced. Specific authors are enjoyed, especially the Newbery Award winners Special library activities are correlated with classroom work, as in the "Around the World" social studies unit.

Fourth Grade

The students are encouraged to use many different reference sources from all sections of the library. They become more familiar with favorite stories from our country's past by reading poetry and fiction. Book Talks, films, and other related activities are utilized. The parts of a book are identified, and biographies are discussed in detail.

Fifth Grade

Library skills such as arrangement of the fiction, biographies, and non-fiction collection, uses of the card catalogue file, and parts of a book are reviewed and strengthened. There is continuing emphasis on how to gather information using reference materials, including filmstrips, the vertical file and magazines. The class learns how to compile bibliographies in preparation for Upper School requirements. The children's interest in a wide variety of subjects is encouraged by reading tall tales, fantasies, and realistic fiction.

APPENDIX B

MINUTES OF LOWER SCHOOL MEETING
MAY 12, 1986

May 12, 1986

LOWER SCHOOL MEETING

Present: Teachers of first through fifth, the librarian, Lower School Director and Headmaster.

Topic : Continued discussion on use of achievement testing.

At last week's meeting, it was proposed that Lower School faculty consider rescheduling achievement testing from spring to fall term. The advantage would be to let the present teacher have scores available at the beginning of the school year allowing better program planning.

What changes would be necessary?

1. Reporting to parents at the fall conferences.

2. Revising a new report form based on instructional areas rather than specific scores.

3. How would results be used?

   a. in forming reading and math groups.

   b. in determining which children need other or extra types of instruction in reading or math.

      1. Discussion turns and second grade teacher remarks about number of children who do not appear to be independent enough in reading skills to profit from library reading. Librarian confirms this.

      2. Question: Would change to fall testing help pinpoint such non-independent readers sooner and what program could be instituted to help these youngsters transfer reading skills into library reading?

DECISION: All in favor of testing change.

APPENDIX C

CLASSROOM READING SURVEY

Date : _____

Grade: _____

CLASSROOM READING SURVEY

Do you have:	Yes	Sometimes	No
a. regularly scheduled sustained silent reading?	___	___	___
b. choral speaking or related type activities?.	___	___	___
c. story dictation?	___	___	___
d. story conferencing by individuals with you?	___	___	___
e. children listening to you read a book to the whole group?	___	___	___
f. children sharing their library reading with each other?	___	___	___
g. children going to the library for research activities?	___	___	___
h. children responding to reading through art/drama follow-up activities?	___	___	___
i. opportunities for children to reread favorite stories?	___	___	___
j. regularly scheduled library periods with the librarian?	___	___	___

APPENDIX D

RESPONSES TO THE CLASSROOM READING SURVEY

Date : 2/12/87

Grade: 2

CLASSROOM READING SURVEY

Do you have:	Yes	Sometimes	No
a. regularly scheduled sustained silent reading?		✓	
b. choral speaking or related type activities?			✓
c. story dictation?	✓		
d. story conferencing by individuals with you?		✓	
e. children listening to you read a book to the whole group?	✓		
f. children sharing their library reading with each other?			✓
g. children going to the library for research activities?		✓	
h. children responding to reading through art/drama follow-up activities?		✓	
i. opportunities for children to reread favorite stories?		✓	
j. regularly scheduled library periods with the librarian?	✓		

Date : 2-12-87

Grade: 3

CLASSROOM READING SURVEY

Do you have:	Yes	Sometimes	No
a. regularly scheduled sustained silent reading?			✓
b. choral speaking or related type activities?.		✓	
c. story dictation?			✓
d. story conferencing by individuals with you?		✓	
e. children listening to you read a book to the whole group?	✓		
f. children sharing their library reading with each other?		✓	
g. children going to the library for research activities?		✓	
h. children responding to reading through art/drama follow-up activities?			✓
i. opportunities for children to reread favorite stories?		✓	
j. regularly scheduled library periods with the librarian?	✓		

APPENDIX E

BOOK COUNT FOR SECOND AND THIRD GRADE
JANUARY 1987

Book Count for Second and Third Grade

January 1987 (17 days)

Grade 2 -- 13 students

Grade 3 -- 15 students

Week of January 5-9	
Second Grade Book Count	30
Third Grade Book Count	8
Week of January 12-16	
Second Grade Book Count	12
Third Grade Book Count	11
Week of January 20-22 (snow day and holiday)	
Second Grade Book Count	5
Third Grade Book Count	4
Week of January 27-30 (snow days)	
Second Grade Book Count	2
Third Grade Book Count	2
Total Book Count for Grade 2 for January	49
Total Book Count for Grade 3 for January	25

APPENDIX F

A COMPARISON OF THE BOOK COUNT BETWEEN THE NONINDEPENDENT READERS AND THE CLASSES

A comparison of book count using the class total and total for students judged to be nonindependent readers.

Grade 2	
Total book count for the class in January	49
Total book count for the 4 nonindependent readers in January	6
Grade 3	
Total book count for the class in January	25
Total book count for the 4 nonindependent readers in January	3

Discrepancies in the book count

Grade 2	
Normal expectations for 4 students	13
Actual number of books checked out by 4 students judged to be nonindependent readers	6
Grade 3	
Normal expectations for 4 students	7
Actual number of books checked out by 4 students judged to be nonindependent readers	4

APPENDIX G

READING INTERVIEW SHEET

READING INTERVIEW SHEET

Date : _____

Name : _____

1. Did you read anything interesting yesterday or today?

2. What do you like to read?

3. Do you have a favorite book?

4. When do you read?

5. Who reads with you?

6. Do you have a library book checked out now? What is it?

APPENDIX H

WORD RECOGNITION SCORES

Word Recognition Scores

January 1987

Grade 2	Grade 3
1. 3.8	1. 7.3
2. 3.8	2. 6.4
3. 3.5	3. 6.1
4. 3.5	4. 5.9
5. 3.4	5. 5.5
6. 2.8	6. 5.5
7. 2.8	7. 5.3
8. 2.7	8. 5.2
9. 2.6	9. 4.8
	10. 4.5
10. 1.9	11. 4.4
11. 1.9	
12. 1.8	12. 4.3
13. 1.4	13. 3.8
	14. 3.4
	15. 3.3

APPENDIX I

REQUIRED SLIPS FOR THE ELEVEN MINUTE CLUB

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, March 2 through Sunday, March 8.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, March 9 through Sunday, March 15.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, March 16 through Sunday, March 22.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, March 23 through Sunday, March 29.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, March 30 through Sunday, April 5.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, April 6 through Sunday, April 12.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, April 13 through Sunday, April 19.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, April 20 through Sunday, April 26.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, April 27 through Sunday, May 3.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, May 4 through Sunday, May 10.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, May 11 through Sunday, May 17.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, May 18 through Sunday, May 24.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, May 25 through Sunday, May 31.

Parent Signature _____

(33 minutes a week, minimum)

THE ELEVEN MINUTE CLUB

_____ has completed _____ minutes of reading for the week of Monday, June 1 through Sunday, June 7.

Parent Signature _____

(33 minutes a week, minimum)

APPENDIX J

LETTER TO PARENTS CONCERNING THE ELEVEN MINUTE CLUB

Upland Country Day School
420 WEST STREET ROAD
KENNETT SQUARE, PA 19348
215-444-3035

THOMAS C. SWETT
Interim Headmaster

March 2, 1987

Dear Parents,

Some second and third graders will be participating in a second semester project called the Eleven Minute Club. Its purpose is to encourage consistent reading practice and promote positive involvement with books.

Your child should read for an eleven minute period three times each week. If he successfully completes thirty-three minutes of reading weekly, you are asked to sign a slip from his Eleven Minute Kit. The slip is to be returned each week to the homeroom teacher. If your youngster completes a total of 429 minutes (or more!) of reading this semester, he will be recognized on Class Day.

Here are some points for you, as parents, to remember, particularly if your son or daughter is not one of those avid readers:

1. Your child's independent level, the level at which he should be reading for enjoyment, is generally one level below the instructional level at school. Should your child have difficulty in selecting a book of suitable level, you may use one simple method to help him. Have your child turn to a page in the middle of the book and read it. If he comes to five words he cannot possibly figure out on that one page, the book is probably too difficult. This rule of "five" applies very much to beginning readers.

2. There is an advantage to re-reading old favorites because this increases confidence and promotes fluency. However, new stories should also be added.

3. Try to help your youngster set aside time for reading. If possible, it may be a good idea for you to spend the same time reading your own book or magazine.

4. You may want to read together with your child, but do not make this particular time one of instruction. Discussing what you both thought of some element of the story may be more appropriate because reading for enjoyment is being stressed.

All of us who work with your children in Lower School appreciate your support in this project. We hope to see many youngsters receiving recognition on Class Day. Good luck!

Sincerely,

E. Joanne Melody
Director of Lower School

JM:mjn

APPENDIX K

BOOK COUNT DURING IMPLEMENTATION

Book Count During Implementation

Grade 2	Totals
Student 1	14
Student 2	20
Student 3	12
Student 4	23
	Group count - 69

Grade 3	Totals
Student 1	12
Student 2	15
Student 3	17
Student 4	12
	Group count - 56

APPENDIX L

CLASSROOM READING SURVEY REPEATED IN JUNE, 1987

Date : June, 1987

Grade: 2

CLASSROOM READING SURVEY

Do you have:	Yes	Sometimes	No
a. regularly scheduled sustained silent reading?	✓		
b. choral speaking or related type activities?	✓		
c. story dictation?	✓		
d. story conferencing by individuals with you?		✓	
e. children listening to you read a book to the whole group?	✓		
f. children sharing their library reading with each other?	✓		
g. children going to the library for research activities?	✓		
h. children responding to reading through art/drama follow-up activities?	✓		
i. opportunities for children to reread favorite stories?	✓		
j. regularly scheduled library periods with the librarian?	✓		

Date : June, 1987

Grade: 3

CLASSROOM READING SURVEY

Do you have:	Yes	Sometimes	No
a. regularly scheduled sustained silent reading?	✓		
b. choral speaking or related type activities?	✓		
c. story dictation?		✓	
d. story conferencing by individuals with you?	✓		
e. children listening to you read a book to the whole group?	✓		
f. children sharing their library reading with each other?	✓		
g. children going to the library for research activities?	✓		
h. children responding to reading through art/drama follow-up activities?		✓	
i. opportunities for children to reread favorite stories?	✓		
j. regularly scheduled library periods with the librarian?	✓		

APPENDIX M

GROWTH IN WORD RECOGNITION FROM JANUARY TO JUNE

Growth in Word Recognition from January to June

Grade 2 Nonindependent readers		Grade 3 Nonindependent readers	
January	June	January	June
1. 1.9	3.3	1. 4.3	5.3
2. 1.9	3.2	2. 3.8	4.5
3. 1.8	2.3	3. 3.4	3.6
4. 1.4	2.3	4. 3.3	4.0